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ABSTRACT

Insights gained in starting a teacher education program in agriculture at the Alafua (Western Samoa) campus of the University of the South Pacific (USP) are shared by a Cornell University faculty member who served as a technical assistant. The activity was part of the South Pacific Regional Agricultural Development Project, which was funded by the U.S. Agency for International Development. In addition to some vignettes covering the experience, the historical background of USP and the agricultural development project are traced. A summary is presented of progress in achieving the following program objectives between 1982 and 1986: further develop the curriculum for the Advanced Certificate in Teaching Agriculture (ACTA) Program; organize and conduct the agricultural education courses offered in the ACTA program; prepare instructional materials for use in vocational agricultural classes at public/private secondary schools; offer inservice training for employed agriculture teachers; implement staff development plans; and train instructors to teach technical staff of public/private agencies in the region. Suggestions for administrators and recommendations for future teacher education efforts are offered. Appendixes include an article by Cushman titled "Who Should We Send on Overseas Assignments" and a list of articles published in the "South Pacific Ag Teacher." (SW)

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INSTITUTION BUILDING IN AGRICULTURAL EDUCATION
AT THE UNIVERSITY OF THE SOUTH PACIFIC

by

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FOREWORD

This report summarizes experience and insights gained as a Technical Assistant (T.A.) in Agricultural Education with the South Pacific Regional Agriculture Development (SPRAD) Project funded by USAID with the University of Hawaii at Manoa and Cornell University serving as Contractor and Sub-Contractor respectively. I was posted at the Alafua Campus of the University of the South Pacific, School of Agriculture during the period January 15, 1982-September 30, 1986 for the purpose of establishing a teacher education programme in agriculture for the eleven small island nations served by the University.

In writing this report it has been my intention that it serve at least three functions:

1. To fulfill my final reporting obligation to the Project.

Final reports by T.A.'s detailing their achievements and the restraints encountered in implementing their programmes of work are a routine USAID project requirement.

2. To share experience with my fellow agricultural education professionals.

It has been my good fortune since joining the faculty of Cornell University to serve for a total of eleven years at overseas postings in the Pacific. This most recent assignment to set up a new teacher education programme in agriculture at the University of the South Pacific will be of interest to my professional cohorts; particularly the members of the Association for International Agricultural Education.

3. To provide feedback from the technical assistant level to that vast army of persons who administer the agencies and institutions that plan, sponsor and host the projects on which we are posted.

Honest feedback from T.A.'s concerning project planning, implementation, supervision and administration is too often shrugged off by this group. Yet the T.A. who works at an overseas post for a period of years does develop a perspective from his or her experience that is relevant to the effectiveness of the overall effort. It is this perspective gained from discussions with scores of T.A.'s serving on a wide variety of projects, as well as from my own experience, that I have felt obliged to report in CHAPTER V.

My comments are not intended as a personal affront or vendetta against any individual or organization. For this reason should the reader react with boredom, impatience or irritation, "please to forgive". To have said less would have fallen short of the mark. To have said more would perhaps have over-shot true professionalism.

CHAPTER I of this report is an attempt to express the wistfulness one feels as he or she looks back at an extended overseas posting after arriving home. I hope the vignettes presented give the reader some flavour of the challenge and joys of such an experience.

ACKNOWLEDGEMENTS

Just as the combat infantryman must share the credit for any success he may gain in the field with the important others who administer, lead, sustain or fight by his side - so must the Technical Assistant recognize that alone he could not have achieved anything. In my case so many people made major contributions that I shrink from the thought of naming them for fear I will forget the most valued. In this spirit I wish to express my sincere appreciation to:

University of the South Pacific

Afioga Tauiliili Uili, (former) Dean of the Alafua Campus and Director of IRETA, 1982
 Tuaopepe Felix Wendt (former) Dean and Head of the School of Agriculture, 1983
 Leonard Fernando, (former) Dean and Head of the School of Agriculture, 1984
 Dennis Osbourn, Pro-Vice Chancellor and Head of the School of Agriculture, 1985 - Present
 Frederick K.T. Tom, Team Leader, South Pacific Region Agricultural Development Project.
 Lafita'i Fuata'i, Assistant Head of the School of Agriculture and Lecturer in Agricultural Education
 Peggy Fairbairn-Dunlop, Lecturer in Education/English, Agricultural Education Section
 Chye Hean-Teoh, (former) Research Assistant, Agricultural Education Section
 Michael Harrington, (former) Peace Corps Volunteer, Agricultural Education Section
 Jeffrey Brown, Peace Corps Volunteer, Agricultural Education Section

The Students in the 1982, 1983, 1984, 1985 and 1986 Advanced Certificate in Teaching Agriculture (ACTA) Programme (see APPENDIX A for list by countries)

Selected Agricultural Education Leaders in the South Pacific

Tui Short, Permanent Secretary of Education, Cook Islands
 Dhani Ram (deceased), Senior Education Officer (Agriculture), Fiji
 Hari Krishna, Acting Senior Education Officer (Agriculture), Fiji
 Rui Williams, Chief Agricultural Officer, Kiribati
 Atapana Siakimotu, Deputy Principal of Niue High School, Niue

David Cutts, (former) Lecturer in Agriculture, Solomons Islands
 Teachers College, Solomon Islands
 Julian Treadway, Curriculum Development Specialist, Solomon
 Islands
 Paula Bloomfield, Director of Education, Tonga
 Mana Latu, Principal of Tonga Teachers College, Tonga
 Pafini Nouata, Principal of Motufoua School, Tuvalu
 Michael Liliu, Director of Secondary Education, Vanuatu
 Galumalemana Netina Schmidt, (former) Deputy Director of
 Education, Western Samoa

University of Hawaii at Manoa

Ada Demb, Assistant Director, Hawaii Institute of Tropical
 Agriculture and Human Resources
 Linda Hamilton, Project Manager, South Pacific Region
 Agricultural Development Project

Cornell University

Larry Zuidema, Associate Director, International Agriculture
 Joe P. Bail, Chairperson, Education Department

US Agency for International Development

Mary Aloyse Doyle, (former) Assistant Regional Development
 Officer, Suva, Fiji
 Louis Kuhn, Assistant Regional Development Officer, Suva, Fiji
 Richard, Nishihara, Agricultural Development Officer, Suva, Fiji

Harold R. Cushman
 October 15, 1986

TABLE OF CONTENTS

	Page
FOREWORD	2
ACKNOWLEDGEMENTS	4
TABLE OF CONTENTS	6
CHAPTER I PERSONALLY SPEAKING	7
CHAPTER II HISTORICAL BACKGROUND	11
CHAPTER III ACHIEVEMENTS	
Further Develop Curriculum for the Advanced Certificate in Teaching Agriculture (ACTA) Programme	14
Organize and Conduct the Agricultural Education Courses Offered in the ACTA Programme	15
Prepare Instructional Materials for Use in Vocational Agriculture Classes at Public/Private Secondary Schools	19
Offer In-Service Training for Employed Teachers of Agriculture	22
Implement Staff Development Plans for Sustaining the Agricultural Education Activity at the SOA	24
Train Instructors to Teach Technical Staff of Public/Private Agencies in the Region	27
CHAPTER IV RECOMMENDATIONS	
CHAPTER V SUGGESTIONS FOR ADMINISTRATORS	28
REFERENCES CITED	30
APPENDICES	33
A. Names of ACTA Students 1982-86	34
B. Who Should We Send on Overseas Assignments	35
C. Articles Published in <u>The South Pacific</u> <u>Ag Teacher</u> 1982-86	38

CHAPTER I PERSONALLY SPEAKING

Arrival at the overseas posting is always an exciting challenge to the adaptability of the Technical Assistant (T.A.) and his family. Despite the fact that my Filipina born and raised wife Natalia, our ten year old daughter Nanette and I had previously lived in and learned to appreciate Samoa this was nevertheless true of us. As we descended from the small South Pacific Island Airways aircraft that had brought us from PagoPago in American Samoa to Faleolo Airport in Western Samoa, on the last leg of our journey out, we took the last steps from the arctic cold and low humidity of Upstate New York in winter into the heat and humidity of the tropical "rainy season" - and from the hurley-burley of life at Cornell University into the slower pace and customs of "faa-Samoa" (the Samoan way).

Because our housing was still under construction, we were esconched with our suitcases in the comfort of Aggies Hotel for three months while our air freight, sea freight, automobile, professional materials and housing worked their way into our possession. From Aggies we journeyed forth each day - Natalia to take Nanette to and from Apia Primary School by taxi - and I back and forth to the University by whatever means.

At the Alafua Campus of the University of the South Pacific, School of Agriculture, I was greeted with open arms by two long-time friends; Dean Afioga Tauiliili Uili and the then Head of School, Professor Tuaepepe Felix Wendt. Later that same day I took another giant step in my own orientation when I found myself seated at a temporary desk with 50 sheets of white-line paper and a pencil generously provided by the Dean along with his gracious invitation to use the (only) Alafua pencil sharpener then located in his office anytime I needed to.

After counting the 50 sheets of white-lined paper from front to back and back to front, I sat and wondered just how one puts in motion the world's newest teacher education program in agriculture. Chapter III of this report describes the answer that evolved over the four and a half years that followed.

In mid-May 1982 our family moved to one of the houses newly constructed for the University by USAID and quickly learned that the water storage tanks wisely provided for in the original plans had been eliminated by the Director of Planning at the Laucala Campus. Practically speaking this meant that we typically had no water from mid-afternoon until bedtime; nor provision for storing any. Of necessity we learned to cope and before December when the problem was remedied, we were entertaining as many as 20 guests for dinner without the blessings of running water.

Socially, we found Apia delightful. The large expatriate community, the faculty at the University and a gradually widening circle of Samoan friends shared their interests in the beach, excursions, bridge, exercising, squash and informal get-togethers in a most congenial way.

Since we were all in good health we had few medical problems. We took our pills for elephantitis, scrupulously observed the precautions against malaria when travelling in Vanuatu and the Solomons, obtained antibiotics from the Apia Hospital Clinic to combat our occasional fevers and cultivated our personal friendship with local doctors in case of emergencies. We suffered the consequences of eating red-fleshed lagoon fish during rainy season in the form of "fish poisoning". Boiled our drinking water and raised many of our own fruits and vegetables to supplement the excellent offerings of the "new" Apia Market.

As is true at home, driving is a highly defensive art in Samoa and a personal car is absolutely essential. Car parts are hard to get. God help you if you have an accident that involves major repairs.

Our daughter attended local schools: Apia Primary and later Leififi Intermediate School. Because these schools have traditionally been geared to New Zealand Examinations they may not fit a student for University in the U.S. For this reason we reluctantly sent Nanette to a Catholic Girls Boarding School in California our last year in Samoa; where she found she was about a year behind her classmates.

Apia is a delightful small town and anyone who likes small towns as we do would be happy there. Of course the range of goods is limited and there are occasional shortages of rice, potatoes, flour, cigarettes and even tin-fish. But what a nice excuse to get off to another island like Fiji with its inexhaustible supply of everything or to Tahiti to experience the delights of French Cooking! Yes, holidays are lovely; too bad we have to earn them.

Having left Samoa, I find that it is still with me. Without even closing my eyes pictures float through my mind as if I was viewing a kaleidoscope. I hope you will find some of the following informative:

- . the "three inch in diameter" stream of gasoline flowing from a hole in our aircraft wing, just above one of the jet engines, ten minutes out from Honolulu and still climbing.

- . the endless procession of tourists asking as they sat down to meals at Aggies Hotel, "Well, where are you folks from?"

. the blinding light and intense heat of our first month at Alafua.

. the animation and eloquence of Professor Tuaopepe Felix Wendt projecting his convictions to both the true believers and the doubters.

. the eager faces of my students in the Advanced Certificate in Teaching Agriculture (ACTA) Programme.

. the many brands of English spoken by four different deans, senior staff (from 15 different countries during my stay) and students (from the 11 contries of the Region).

. the noon-day sun beating on my head and drenching me in sweat as I plodded back and forth at lunch time from Alafua Campus to our Moamoa housing area and from Moamoa back to Alafua.

. wading the Moamoa River to and from work during the rainy season.

. the gracious welcome and boundless hospitality extended to me by every Agricultural Education leader I met in the South Pacific.

. the cheerful can-do attitude of my counterpart Lafita'i Fuata'i and every other member of the Agricultural Education Section.

. the tears streaming down the faces of the first ACTA class members as they spoke their farewells at the "going-away feast" they had sponsored for staff.

. the brotherhood and enthusiasm of the teachers of agriculture taking part in in-country workshops.

. the countless parties, dinners, feasts, bridge games, trips to the beach, barbecues and get-togethers featuring folks of five or more national origins.

. the joy of finding myself not only alive but uninjured after extricating myself from our Toyota after it had been swept off the ford and sunk in the raging (in flood stage) Moamoa River at midnight.

- . the extensive feasts hosted by the former ACTA students when we visited their countries
- . the wild rides on gravel roads while visiting student teachers in Fiji.
- . the gentle words with which Father Beauchman, who left his home in New Hampshire to come to the South Pacific 55 years ago, invoked God's blessing.
- . the beauty of the south seas islands and their people

CHAPTER II HISTORICAL BACKGROUND

The University of the South Pacific (USP) was formally chartered in 1970 at Laucala Bay in Suva, Fiji on the former site of the Royal New Zealand Air Force flying boat base. The geographical area served by the University encompasses that broad expanse of the Pacific Ocean, roughly the size of the United States of America, in which are located eleven English speaking island countries: The Cook Islands, Fiji, Kiribati, Nauru, Niue, The Solomon Islands, Tokelau, The Kingdom of Tonga, Tuvalu, Vanuatu (formerly New Hebrides) and Western Samoa.

In January 1977 the University founded the School of Agriculture at the Alafua Campus (900 miles from the Laucala Campus) in Western Samoa on the site previously occupied by the South Pacific Regional College of Tropical Agriculture. The University at this point assumed responsibility for the Diploma in Tropical Agriculture and the Bachelor of Agriculture degree.

The Institute for Research, Extension and Training in Agriculture (IRETA) was established at the Alafua Campus in 1980 to facilitate the application and use of the skills, equipment and other resources of the School of Agriculture in appropriate regional development tasks.

Also in 1980, the US-AID funded the South Pacific Region Agricultural Development Project (SPRAD) with the University of Hawaii at Manoa and Cornell University serving as Contractor and Sub-Contractor, respectively. The overall goal of the Project is to promote agricultural productivity and to further the socio-economic development of the peoples of the South Pacific Region served by USP. The specific purpose is to strengthen the capacity and resources of the USP in agricultural research, education and extension. Stage 1 of the project consisted of: (1) construction of six faculty housing units; (2) providing Technical Assistants in various fields; (3) offering training opportunities for regional counterparts to obtain advanced degrees; (4) offering training opportunities in the form of workshops, short courses and conferences and scholarships for aspirants for teaching certificates, diplomas or degrees; (5) purchasing books, equipment and supplies and (6) establishing a regional network of Agricultural Liaison Officers (ALO's). From its earliest conception SPRAD was envisioned as an institution-building effort that would be expected to span 15 years or more.

In preparation for the Agricultural Education activity at the School of Agriculture and IRETA, Professor Tuaopepe Felix Wendt invited the Ministers/Directors of Education in the eleven island countries served by the University to the First Alafua Conference on Agricultural Education in late August 1981. In his keynote address he charged the conference group, during their deliberations, to define the purpose of secondary school agriculture, to analyze the job of the teacher of agriculture and to make recommendations for the initial teacher education in agriculture effort at USP-SOA.

As a result of their discussions the Ministers/Directors of Education formulated several recommendations relevant to teacher training at Alafua.

1. The purpose of secondary school agriculture should be to prepare future agriculturalists for a more productive village life. To this end, instruction in practical farming methods should be expanded as rapidly as possible.
2. The main job of the teacher of agriculture is to conduct classes for secondary school students of either sex studying agriculture. In addition, ways should be found to extend the job of the teacher to provide for supervision of practical experience programmes that would enable students to apply classroom learning at home, on school land or in other settings. Furthermore, the hope was expressed that ways could be found to extend practical education in agriculture to out-of-school youth and interested adults.
3. Initial teacher training efforts at USP should be guided by three basic ideas.
 - . The teacher of agriculture must first of all and above all else, be a well trained agriculturalist.
 - . The teacher of agriculture must also be a competent teacher.
 - . The best way to achieve this is to intake Diplomates in Tropical Agriculture (or Bachelor of Agriculture holders) and offer an advanced (post-diploma) certificate in teaching agriculture at Alafua.
4. Two major areas of curriculum development, critical to the implementation of "instruction in practical farming methods" were cited for emphasis:
 - . The further evolution of syllabi and
 - . The development of instructional materials drastically needed for the teaching of secondary school agriculture in the Region.

Immediately following the Conference, representatives of the School of Agriculture, School of Education, Cornell University and the South Pacific Region Agricultural Development Project met with Professor L.H. (Frank) Brosnahan representing the Vice-Chancellor's Office and made the following plans for initiating teacher education in agriculture at Alafua:

1. The University would offer a two semester Programme to be called the Advanced Certificate in Teaching Agriculture at the Alafua Campus starting in 1982.
2. The Programme would intake holders of the DTA or BA (or the equivalent in experience).
3. The general education courses would be taught at Alafua by School of Education staff.
4. The specialized courses dealing with the teaching of agriculture would be taught by staff of the (to be created) Agricultural Education Section of the School of Agriculture.
5. The Programme would be initially coordinated by Professor Harold R. Cushman, Cornell University who would be posted at Alafua as Fellow in Agricultural Education in January 1982 under the terms of the US-AID South Pacific Region Agricultural Development (SPRAD) Project.
6. The outline for the Certificate would include.

Semester 1

AG045	Methods and Materials of Teaching Agriculture (I)
EDD52	Classroom Learning
ED151	Human Development
ED153	Education and Society

Semester 2

AG045	Methods and Materials of Teaching Agriculture (II)
AG047	Observation and Directed Student Teaching
AG048	Experience Programmes in Agriculture
EDD54	Educational Evaluation

CHAPTER III ACHIEVEMENTS

The purpose of the Agricultural Education component of the SPRAD Project is to establish a teacher education program at the USP School of Agriculture that will reinforce and expand the capabilities of vocational agriculture in the public/private schools of the Region"¹. Six program objectives have been pursued to achieve this purpose. Progress on each of these objectives during the period February 21, 1982 through August 20, 1986 is detailed below.

Further Develop Curriculum for the Advanced Certificate in Teaching Agriculture (ACTA) Programme.

In the firm belief that "if you wish to successfully train a person for an occupation you must first discover what will be expected of that person on the job", a task analysis of the job of the teacher of agriculture in the South Pacific² was undertaken early in 1982. Answers were sought to three main questions: (1) What professional (pedagogical) competencies and tasks are required by teachers of agriculture on the job? (2) Where should (new) teachers of agriculture learn to perform each task? and (3) To what performance level should needed competencies be developed? Heavy reliance was placed on the judgements of job incumbents and their supervisors. Questionnaires were mailed to the Ministers/Directors of Education in the eleven island countries in the Region. Follow-up interviews with Ministers/Directors and teachers of agriculture were conducted in six countries: Fiji, The Solomon Islands, Tonga, Tuvalu, Vanuatu and Western Samoa during April 1982. The study revealed that at least 144 professional education tasks are performed by teachers of agriculture in the South Pacific. Successful performance of these tasks requires that teachers develop varying levels of competence in 11 professional areas. The conclusions and implications of the task analysis heavily influenced the selection of content to be taught in the specialized courses dealing with the teaching of agriculture.

During the 1984 school year, an evaluation of the general education courses taught in the ACTA Program was conducted by Professors Barney and Bray³, New Zealand Aid Consultants to the School of Education. This effort resulted in the following recommendations that were effected in the 1985 Program:

1. Transfer of the general education courses from the jurisdiction of the School of Education to the School of Agriculture.

2. Reduction in the number of general education courses from four to three.
3. Revision of the content of such courses to better meet the specific needs of teachers of agriculture.
4. Introduction of a technical agriculture course into the Program.
5. The outline for ACTA then included:

Semester I

AG043	South Pacific Cultures and Education (Weeks 1-5)
AG044	Educational Measurement and Evaluation (Weeks 6-15)
AG045	Methods and Materials of Teaching Agriculture (I)
AG046	Teaching and Learning

One of the following

AG024/ AG013	Field Crop Husbandry/Horticultural Crop Husbandry (Weeks 6-11)
AG112 AG312	Agricultural Systems in Pacific Island Economies Project

Semster II

AG024/ AG013	Field Crop Husbandry/Horticultural Crop Husbandry (Weeks 1-8)
AG043 AG045	South Pacific Cultures and Education (Weeks 1-8) Methods and Materials of Teaching Agriculture (II) (Weeks 1-8)
AG048 AG047	Experience Programs in Agriculture (Weeks 1-8) Observation and Directed Student Teaching (Weeks 9-15) Off-Campus.

Organize and Conduct the Agricultural Education Courses Offered in the Programme for the Advanced Certificate in Teaching Agriculture

Because the ACTA Programme was a new development in the Region, special efforts were required to solicit nominations from Governments and to recruit students from private schools. The recruitment means that proved most effective were:

1. Preparation of a brieflet⁴ describing the ACTA Programme and the available scholarships.

2. Personal letters to Ministers/Directors of Education and Headmasters of private schools (enclosing the brieflet) sent over the signature of the Dean (and later the Pro-Vice Chancellor).
3. Personal solicitation of nominees from Ministers/Directors during all visits to Regional countries.
4. Advertisements in the press (Fiji, Tonga and Western Samoa).
5. Letters to students completing the DTA and BA at the SOA; calling their attention to the ACTA Scholarships.

The results of these efforts appear in the tabulation of numbers of students taken into ACTA by years below:

Country	1982	1983	1984	1985	1986	TOTAL
Cook Islands	-	1	1	-	-	2
Fiji	3	3	-	4	12	22
Niue	1	-	-	-	-	1
Solomon Islands	-	1	2	2	3	8
Tonga	2	1	2	3	4	12
Tuvalu	-	-	-	1	-	1
Vanuatu	-	1	1	-	-	2
Western Samoa	2	2	3	1	-	8
TOTALS	8	9	9	11	19	56

The most challenging task facing the Fellow in Agricultural Education during the early years of the ACTA Programme was the development of teaching plans and appropriate instructional materials for the specialized courses dealing with the teaching of agriculture. The dimensions of this task can best be appreciated by an understanding of two aspects of the situation: (1) specialized training for teachers of agriculture was a new venture - not only at USP but also in the Region. It was a true pioneering effort and (2) the U.S. materials brought out from Cornell proved to be of limited usefulness. In this situation the Fellow utilized the results of the task analysis described above, observations made during visits to the countries of the Region and the convictions developed from 40 years of experience as a teacher of agriculture and teacher educator in agriculture to synthesize materials suitable for the ACTA Programme. In this manner plans and materials were developed for teaching the following units of instruction:

AG045 Methods and Materials of Teaching Agriculture

Semester I

- . History and Background of Teaching Agriculture in Secondary Schools in the South Pacific
- . Planning a Course of Study
- . Instructional Techniques and Mini-Teaching
- . Developing Instructional Materials

Semester II

- . Educational Machines
- . Educational Resource Management
- . Personal School and Community Relations
- . Adult Education
- . Student Organizations
- . Developing Instructional Materials (cont.)
- . Program Planning and Evaluation

AG048 Experience Programmes in Agriculture

Semester II

- . What Are Practical Experience Programmes
- . School Projects
- . Individual Practical Experience Projects
- . Record Keeping

AG047 Observation and Directed Student Teaching took place during the last seven-week off-campus block of the second semester. Supervision of this effort was carried out as a joint venture between the Senior Education Officers (Agriculture), supervising teachers and the Alafua teacher education staff-in students' home countries. Coordination of these efforts and beginnings in the training of supervising teachers were effected during the Second Alafua Conference on Agricultural Education. One all-day visit was made by Alafua staff to observe the teaching and other activities of each student teacher. Recommendations developed by the Conference group concerning 'rate of class take over' and 'experience to be obtained' were provided to in-country personnel. Suggestions for improvement were recorded in report letters to student teachers and copied in-country. Grades were cooperatively derived.

The four specialized courses dealing with methods of teaching agriculture were excluded from the review made by Barney and Bray since they did not fall under the jurisdiction of the School of Education or the terms of reference of the Consultants. Therefore the decision was made to launch a study⁵ during 1985 that might lead to the further improvement of this segment of the Programme. Three purposes were pursued:

1. To ascertain the occupations pursued by former ACTA students after leaving the Programme.
2. To identify the levels of competency needed by students leaving the ACTA Programme in the major areas of the job of the teacher of agriculture.
3. To determine changes in emphasis needed in the content of the specialized courses dealing with the teaching of agriculture.
4. To obtain the recommendations of former students concerning student teaching.

Data collected from former students who had left the Programme one or more years before the study (the 1982, 1983, 1984 and 1985 ACTA classes) indicated that:

1. Nearly all of the participants take up professional Agricultural Education posts the first year out (91 percent) and a majority continue in such posts; 63 per cent of those who were on their fourth year out were so engaged.
2. The areas of competency emphasized in the specialized courses are highly relevant to the needs of the participants when they return to the world of work.
3. An effort should be made in the specialized courses to develop a somewhat higher level of student performance in the main areas of competency required by teachers on the job.
4. Former students believe that student teaching should take place in a given student's home-country during the last eight weeks of semester two. Present practices with regards to the observation, supervision, grading and the experiences recommended for student teachers were consistently endorsed by the former students.

It was concluded from the above that the former students were very pleased with the Training that they had received, that the specialized courses were appropriate to their needs on the job and that the staff should make every effort to develop an even higher degree of student competency in those tasks performed by teachers. It was also evident that the ACTA Programme was making a significant contribution to the supply of qualified teachers of agriculture in the Region.

Prepare Instructional Materials for Use in Vocational Agriculture Classes at Public/Private Secondary Schools.

Chye Hean-Teoh, doctoral candidate in Agricultural Education at Cornell University, joined the Agricultural Education Section of the USP-SOA as a research assistant during the period August 1982 to March 1983. Following a thorough revision of his tentative proposal for the doctoral dissertation, A Procedural Model for Instructional Materials Development for Secondary School Agriculture in the South Pacific⁶ and the development of his data collection instruments, he travelled extensively in the Region to collect data that would allow him to (1) assess available materials, (2) prioritize needed materials, (3) recommend desirable characteristics for future materials and (4) synthesize a procedural model for the development of much needed materials. Teoh's extensive effort, particularly his

instructional materials development model, provides a sound foundation for the future. A condensed version of his study was published at Alafua and distributed throughout the Region.

Student preparation of instructional materials has become a hallmark of the ACTA Programme. Following training in simplified writing, improvement of interest level, determination of grade level and selection of illustrations each ACTA student has been required to prepare an item of instructional material, needed by teachers of agriculture in his country, for publication following Teoh's model. As of this report 27 student materials have been published in The South Pacific Ag Teacher. The materials are sharply focused on production of the major crops and rearing of the important animals found in the Region and include the following farming enterprises: banana, cabbage, cattle, chickens, cocoa (3), compost, kava (3), onions, passionfruit, pawpaw, peppers, pigs (2), pineapple, soil texture, sweet potato (2), taro (2), tomato, vanilla, vegetable gardening and watermelon. An additional 25 student articles are in process of field testing, validation with departments of agriculture in home countries or awaiting publication.

Efforts to stimulate senior staff in IRETA to produce instructional materials in agriculture for secondary schools met with only modest success; although six lecturers did produce excellent materials on agroforestry, cocoa, coconuts, goats, pesticides and vegetable growing. The SPRAD Technical Assistants were particularly remiss; despite the fact that the production of vocational materials is prominently featured as one of the objectives of the T.A.'s in Crop Production, Soils, and Agricultural Engineering.

The South Pacific Ag Teacher has been published quarterly since 1983 to provide a communications link between teachers of agriculture and their leaders in the 11 island countries of the Region. Although the majority of the issues have featured instructional materials for teachers, other issues have featured professional articles, conference reports and workshop outcomes. Editorial responsibility has alternated between the Fellow in Agricultural Education; Lafita'i I. Fuata'i, Lecturer in Agricultural Education; Michael Harrington, Peace Corps Volunteer (1982-83), and Jeffrey Brown, Peace Corps Volunteer (1986-Present).

Lafitai I. Fuata'i, Lecturer in Agricultural Education authored a research report entitled A Study of Farming Tasks for Use in an Agricultural Science Curriculum for Junior High Schools in Western Samoa which was published jointly by IRETA and SOA in 1984. This work exemplifies the use of occupational analysis in the development of a course of study for secondary school agriculture.

During the period 1984-1986 the Agricultural Education Section undertook the production of an AGRO-FACTS series entitled Teaching Tools that Don't Cost Money°. Six items in the series have been published to date:

- . The Debate - Harold Cushman
- . The Buzz Session - Harold Cushman
- . Panel Discussion - Lafitai Fuata'i
- . Using Resource Persons - Peggy Dunlop
- . Using the Chalkboard - Jeffrey Brown
- . General Discussion - Harold Cushman

AGRO-FACTS are 4-12 page brefflets published by Agricultural Extension and made available to the Agricultural leaders and teachers of agriculture throughout the Region.

A scheme is in progress to place a large number of excellent publications produced by the Agriculture Education and Training Branch of the Department of Primary Industry in Papua New Guinea in the hands of every teacher of agriculture in the South Pacific. As a result of discussions held during the Agricultural Extension Conference held at IRETA in late August 1985 the following scheme was put in motion:

1. Mr. Sam Lahis, Assistant Secretary of the Agriculture Education and Training Branch in PNG would send the list of available publications to the Fellow in Agricultural Education at Alafua.
2. The Fellow would select and arrange in priority rank order those items most appropriate for use by teachers in the Region.
3. Mr. Tiberman N. Narian, Director, Technical Centre for Agriculture and Rural Cooperation at Wageningen, Netherlands would order the materials and pay for them.
4. Those that could be supplied in lots of 150 would be made available for the scheme by Mr Lahis. The publications would be bulk mailed to the ALO's in their respective countries for distribution to all teachers of agriculture as follows:

Cook Islands	-	10	Tonga	-	30
Fiji	-	50	Vanuatu	-	15
Niue	-	2	Western Samoa	-	18
Solomon Islands-		25			

This scheme has the potential of placing as many as 22 excellent farmer handbooks with each teacher of agriculture at the secondary school level in the Region.

John Bailey, consultant for the Australian Universities International Development Programme (AUIDP) was at Alafua January and February 1984. With the assistance of the Agricultural Education Section a proposal was developed for the establishment and operation of an USP Agricultural Curriculum Development Unit at Alafua for a five year period at a cost of A\$336,000. The main purpose of the unit would be to produce country -specific instructional materials to fit the needs of each country in the Region. The proposal was enthusiastically endorsed by the participants in the Third Alafua Conference on Agricultural Education held in 1984 and (then) Dean Leonard Fernando. After nearly a year of delay, the proposal was approved by USP Laucala and forwarded for funding by the Australian Development Assistance Bureau (ADAB) who had financed John Bailey's consultancy. It is still hoped that ADAB will see fit to fund this much needed effort.

Offer In-Service Training for Employed Teachers of Agriculture

The Second Alafua Conference on Agricultural Education was held January 18-21, 1983 with 27 participants from American Samoa, Fiji, Niue, Solomon Islands, Tonga and Western Samoa. The main purposes of the conference were: (1) to provide in-service training for senior education officers (agriculture) and supervising teachers in the areas of curriculum development, planning for teaching, methods of teaching, practical experience programmes and adult education; (2) to coordinate plans for off-campus student teaching, and (3) to make plans for instructional materials development in agriculture. The students enrolled in the first ACTA class participated fully in the meetings and each student made a major presentation before the conference group. Major outcomes of the several discussions which figured prominently on the programme were: the development of a list of suggested activities for the ACTA students during the off-campus student teaching assignment, agreement on the rate student teachers should assume responsibility for instruction in the off-campus centres and formulation of plans for publishing The South Pacific Ag Teacher. The papers and outcomes of the conference were published in Vol. 1 No. 1 and distributed to all teachers and leaders in the Region. The favourable impression made by the students, the outcomes of the discussions and the fellowship engendered by "island feasting" established a sense of professional brotherhood that has had strong and lasting positive effects. It was truly Alafua's "coming out" in the field of Agricultural Education.

Thirty-one participants representing ten island countries took part in the Third Alafua Conference on Agricultural Education July 3-6 1984. John Bailey, Consultant for the Australian University's International Development Programme made the keynote address entitled "Plans for an Agricultural Curriculum Development Centre at Alafua". The Fellow presented an "Update on Agricultural Education at USP". Lafita'i Fuata'i, Lecturer in Agricultural Education described "The Development of a Syllabus for Secondary School Agriculture in Western Samoa" and served as coordinator of the four day event. The outcomes of discussions included:

1. Unanimous approval of a resolution strongly urging the USP administration to expedite the University's approval and implementation of the Agricultural Curriculum Development Unit at Alafua.
2. Suggestions for adapting the general education courses to meet the needs of teachers of agriculture and
3. Approval of ideas for improving The South Pacific Ag Teacher including the use of themes and the appointment of country editors.

The overall effectiveness of the conference in achieving its objectives was rated 6.5 on a 7 point scale.

A most significant breakthrough occurred at the SPRAD meetings held at Alafua September 8-14, 1984 when it was decided that "regional workshop funds" could be used for in-country inservice training workshops. This decision made it possible to expand Agricultural Education in-service training activities that involved all of the teachers and leaders in a given country through the use of in-country workshops.

Six in-service training workshops for teachers of agriculture were held in-country during the assignment of the Fellow. All six workshops had essentially the same purposes: (1) to train the teachers of agriculture in the areas of curriculum development, (2) to update the teachers in important areas of technical agriculture using national research and extension specialists and (3) to organize and hold meetings of each country's professional association of teachers of agriculture. A total of 120 teachers (out of 150) in the Region attended such conferences which were awarded extremely high ratings by the participants. The name, location and dates of those pioneering events follow:

"Agriculture Teachers Curriculum Writing Panel for the Solomon Islands", held at King George VI School in Honiara June 20-24, 1983 (25 teachers). Financed by Australian Aid.

"The Western Samoa Agricultural Curriculum Development Workshop", at the Alafua Campus, May 20-22, 1985 (15 teachers).

"The Tonga Agricultural Teachers Workshop", at Tonga Teachers College, Nuku'alofa, July 8-12, 1985 (30 teachers).

"The Second Western Samoa Agricultural Curriculum Development Workshop" at the Alafua Campus, September 9-11, 1985 (15 teachers)

"The Third Western Samoa Agricultural Curriculum Development Workshop", at the Alafua Campus, December 16-18, 1985 (15 teachers).

"The Fiji Agriculture Teachers Workshop", at the Fiji Institute of Technology, Suva, May 5-9, 1986, (50 teachers).

Plans have been finalized for two additional workshops during 1986 following the departure of the Fellow":

"The Fourth Western Samoa Agricultural Teachers Workshop", at the Alafua Campus, December 19-21, 1986.

"The Second Fiji Agriculture Teachers Workshop", at the Fiji Institute of Technology, Suva, December 8-12, 1986.

Implement Staff Development Plans for Sustaining the Agricultural Education Activity at the SOA.

Lafita'i I. Fuata'i entered candidacy for the Master of Science Degree in Agricultural and Occupational Education at Cornell University on September 1, 1981. This resulted in a four month overlap after which the (to be) Fellow in Agricultural Education left Cornell to join the SPRAD Project. Upon the completion of his course work Lafi was stationed at Alafua during the period September 6-December 15, 1982 to revise his thesis plan, finalize data collection instruments and collect data. Lafi returned to Alafua early in September 1983 having completed all degree requirements. Since that time he has demonstrated that he is a fast learner by effectively carrying his end of the work of the Section. He was named Assistant Head of School in January 1 and as Head, Agricultural Education Section August 1, 1986.

Chye Hean Teoh was attached to the Section from August 1982 through March 1983 collecting data from his Cornell doctoral dissertation which was later published in short-form at Alafua.

Michael T. Harrington, Peace Corps Volunteer, served as a teacher educator in agriculture in the Agricultural Education Section from January 1983 until July 1984 when he was repatriated and subsequently medically separated from the Peace Corps. Michael made major contributions in the areas of teaching

and instructional materials development. He edited several issues of The South Pacific Ag Teacher.

Mrs. Peggy Fairbairn-Dunlop joined the Section as a full-time Lecturer in Education and English in January 1985 and took responsibility for teaching the general education courses for ACTA as well as the English courses offered for Preliminary Year and First Year Diploma students.

Jeffrey Brown, Peace Corps Volunteer joined the Section in January 1986 on a two year assignment as an Instructional Materials Developer. Jeff also assists in teaching various ACTA courses and edits The South Pacific Ag teacher.

On March 11, 1986 staffing plans for Agricultural Education during the period June 15, 1987-January 31, 1991 were discussed with Pro Vice-Chancellor Dennis Osbourn by Larry Zuidema, Associate Director, International Agriculture, Cornell University and the Fellow in Agricultural Education. A number of understandings (revised later in August) were reached:

1. It was assumed that Mrs. Peggy Fairbairn-Dunlop would remain at her post.
2. It was further assumed that Jeffrey Brown would terminate in December 1987; unless extended to December 1988.
3. It is anticipated that Lafi Fuata'i would be on leave or away on participant training May 15, 1987 - September 1, 1990.
4. The USP-SOA will request that the University fill Lafi's post for 3 years February 15, 1987 - February 15, 1990 using available Australian Aid supplementation.
5. The SPRAD TA in Agricultural Education would join the section during the period January 1, 1989 - December 31, 1990.

1987	1988	1989	1990
Peggy Fairbairn-Dunlop at Post			
<u>Jeffrey Brown</u>	-----		
May 15	Lafitai Fuatai Away		Sept. 1
Lafitai Fuatai's Replacement			
Feb. 15	Australian Aid		Feb. 15
		SPRAD	T.A.
1987	1988	1989	1990

Figure 1. Staffing Plan Agricultural Education 1987-90.

Train Instructors to Teach Technical Staff of Public/Private Agencies in the Region

A two day training session on the topic of "Instructional Planning" was held with the Agricultural Liaison Officers during June 1983.

The "Fiji Training Trainers Workshop" was held at Nadave during the period September 24-27, 1985 for 30 senior research officers charged with the training of local extension personnel. The main objective of the workshop was to improve the communication and presentation skills and techniques of the trainers. The meeting was opened by Richard Nishihara, Agricultural Development Officer US-AID Suva. Training sessions included developing teaching plans, preparing and using visual aids, micro-teaching and affective communication. The conference was closed by Dr. Geoffrey Caston, Vice Chancellor of the USP. The event was evaluated as "very effective" by the participants.

A series of four seminars on the subject "Improving College Teaching" were presented for Alafua staff and students during 1986.

- . "Planning for Teaching - Preparing Educational Objectives" by Lafitai Funtai.
- . "Planning for Teaching - Analyzing Teaching Content and Selecting Teaching Procedures" by Harold Cushman.
- . "Student Assessment-Planning Exam Content and Writing Essay Questions " by Peggy Donlop.
- . "Student Assessment-Writing Multiple Choice Questions and Psychomotor Testing" by Frederick Tom.

The Cornell Diagnostic Observation and Reporting System for Student Description of College Teaching developed by Harold Cushman and Frederick Tom was accessed to the Alafua senior staff during 1985 and 1986. A seminar on "The Development and Use of the Cornell... System..." was presented by Harold Cushman early in 1985. The system has been well received by the Alafua staff and use of the system has steadily increased. Ten instructors used the system in 15 classes enrolling 308 students during Semester I of 1986. The system allows an instructor to diagnose his teaching behaviour and write an individual prescription for improving student achievement in a given course.

CHAPTER IV RECOMMENDATIONS

The following recommendations for the future are made in the spirit of the mandate for teacher education in agriculture laid down by the Ministers/Directors of Education in the South Pacific Region served by USP.

1. The possibility of making the outline of courses for the ACTA Programme more flexible for students admitted on the basis of successful teaching experience (in lieu of a tertiary credential in agriculture) should be carefully explored by the School of Agriculture. This group would profit from more emphasis on agriculture and less emphasis on "general education" courses. Such additional technical agriculture courses should be carefully selected from the post-diploma offerings of the School in order to protect the "Advanced Certificate" designation.
2. Interested students studying for the degree in the School of Agriculture should be provided the option of enrolling in certain Agricultural Education courses e.g. AG045 Methods and Materials of Teaching Agriculture and AG044 South Pacific Cultures and Education.
3. The present practice of reserving a minimum of 10 SPRAD scholarships for ACTA students should be continued at least from 1987-91 while additional and alternative scholarship sources are explored with Governments and aid agencies.
4. Innovation and improvement of the standard of excellence must continue as hallmarks of the ACTA courses.
5. Alafua should rapidly be established as the permanent centre for the development of instructional materials in agriculture for secondary schools in the South Pacific Region. To this end the following means should be vigorously pursued.
 - a. The Pro-Vice Chancellor should seek a firm commitment from the University to push hard with the Australian Development Assistance Bureau to fund the "USP Agriculture Curriculum Development Unit" at Alafua.
 - b. Establish a post for an Instructional Materials Developer in the long range staffing plan for the School of Agriculture; and utilize the services of Peace Corps Volunteers in this capacity until such a post is established.

- c. Explore ways of involving senior staff at Alafua (particularly SPRAD Technical Assistants) in regularly writing materials for secondary schools in their speciality areas.
 - d. Insist that the second T.A. in Agricultural Education have strong credentials in this area.
6. That the Agro-Facts series on "Teaching Tools that Don't Cost Money" be extended e.g. role playing, symposium, brainstorming, the lecture, etc and the cumulative products be printed in one volume and made available to agricultural teachers and educators in the Region by 1991.
 7. That in-country in-service training for teachers of agriculture continue to focus on the further evolution of syllabi, the updating of teachers of agriculture in technical agriculture and the preparation and field testing of instructional materials in cooperation with the Alafua staff.
 8. That a second staff member in Agricultural Education, preferably the new Instructional Materials Developer, be sent for master's level training under Stage II of the SPRAD Project (1986-91).
 9. That the staffing plan for Agricultural Education agreed to by the Pro-Vice Chancellor, the Associate Director of International Agriculture and the Fellow in Agricultural Education (FIGURE 1) be vigorously pursued.
 10. That the posting of an agricultural Education T.A. (for at least three years) be given the highest priority in Phase III of the SPRAD Project (1991-96). Such a posting will enable the University of the South Pacific to fulfill its commitment to reinforce and expand the capabilities of vocational Agriculture in the public/private schools of the Region. The need for agriculturally trained manpower must be met before agricultural development can proceed.

CHAPTER V SUGGESTIONS FOR ADMINISTRATORS

Before closing this report, I feel compelled to present a number of maxims that administrators of aid programmes must either observe or pay a heavy price for ignoring. These rules are presented from the perspective of the Technical Assistant sent out to fulfill specific terms of reference. They have been distilled from eleven years of personal overseas experience and countless discussions with other T.A.'s on scores of projects. Lip-service to these rules is not good enough. Failure to observe any one of them can threaten the welfare and effectiveness of your project.

A. Use relevant criteria for selecting Technical Assistants

Special criteria are needed for selecting staff for overseas assignments. Do not overlook any of the following when you are selecting personnel:

1. Ability to cope with culture shock
2. Ability to overcome racial prejudice
3. Ability of accompanying family members to adjust.
4. Ability to maintain enthusiasm and resilience when the going is tough
5. Ability to rethink ones professional role and viewpoint in the light of local conditions.
6. Ability to function as a team member.
7. Ability to plan and carry out a relevant programme of work on schedule.

The persistent use of three procedures during the selection process will eliminate a significant proportion of the high rate of present "selection failure".

1. Collect relevant information concerning all seven criteria from persons who know the candidate.
2. Conduct personal interviews with the candidate and accompanying adults prior to hiring.
3. Leave a post vacant rather than fill it with candidates who fail to measure up.

This rule is so critical that I have written an extensive paper enlarging on these ideas. You will find it in APPENDIX B.

B. Provide meaningful orientation for new Technical Assistants

In addition to the usual practice of orienting TA's to their assignment, administrative procedures and housing arrangements administrators should systematically provide for three additional types of orientation.

1. Language training and understanding the culture and customs of the host country (prior to departure).
2. Organization, personnel, physical facilities and operational procedures of the host institution (on arrival).
3. Extensive travel combined with achievement of some useful purpose(s) early after arrival and prior to development of the programme of work. Officials in underdeveloped countries often operate on a personal relations basis. The best way for the TA to meet people important to his success is in connection with some aspect of his assigned work e.g. collection of research data, supervision of student teaching, attendance at a working conference etc.

C. Insist that the TA develop a programme of work by the end of the first three months and insist that he report progress on each objective periodically.

D. Correct staff selection mistakes early on by firing or recalling the dead beats and misfits.

Every TA sent overseas should be hired provisionally the first six months or one year. TA's and their accompanying adults "show their colors" early on. When hiring TA's the administrator should make it very clear that failure to adapt and/or make progress will result in removal from post at the discretion of the administrator or institutions involved.

E. Designate specific persons "on site" who will supervise and provide mid-course correction for the TA.

Whenever the team consists of two or more TA's one should be designated as team leader. Authority to carry out the supervisory function and make mid-course corrections "on site" must be delegated by the home office and understood by all concerned. Neither of these responsibilities can be carried out successfully by personnel posted thousands of miles away.

F. Establish and maintain rapport with your TA's.

Treat your TA's as important human beings. Take the trouble to get to know them. Host them at your home. Take them out for lunch when they visit the home office. Observe the obligations of all visitors when you visit the project site. Be sensitive to their family and professional obligations and previous commitments when setting hours and dates for project meetings. Listen with both ears when they talk - without interrupting. Encourage frankness. Avoid playing the role of the suffering overworked administrator hurrying to go home; too busy and too highly placed to interact socially with or to reciprocate the efforts of the TA's and their families.

G. Send supplies and equipment, especially professional materials, to arrive at the work site before the TA gets there.

H. Insist that counterparts be named for every TA. Remember that institution building can only take place when local staff work "hand and glove" with the TA. Remember that the most important function of a project is to leave competent trained and experienced local staff in charge when the project ends.

I. Provide for "overtraining" of local personnel.

The only hope for long-term project effectiveness lies in the local staff left behind at the end. Unless normal attrition is anticipated by the administrators this hope becomes extremely faint. Don't put all your eggs in one basket. Overtrain!

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7. Fuatai, Lafitai I. A Study of Farming Tasks for Use in an Agricultural Science Curriculum for Junior High Schools in Western Samoa. Apia: University of the South Pacific, 1984.
8. "Teaching Tools That Don't Cost Money" Agro-Facts. Apia: University of the South Pacific. A series published 1984-86.
 "The Debate" by Harold R. Cushman
 "The Buzz Session" by Harold R. Cushman
 "Panel Discussion" by Lafitai I. Fuatai
 "Using The Chalkboard" by Jeffrey Brown
 "General Discussion" by Harold R. Cushman
9. Bailey John A. USP Agricultural Curriculum Development Unit. A Proposal for Australian Aid Assistance. Sydney: Australian Universities International Development Programme, 1984.

APPENDIX A
THE ACTA STUDENTS 1982-1986

1982

Napo Asi, Western Samoa
Vueti Biunaiwai, Fiji
Maafu Lemani, Tonga
Gaya Prasad, Fiji

Sheik Shah, Fiji
Falaniko Sio, Western
Samoa
Tenisi Talagi
Alamoti Tautakitaki,
Tonga

1983

Solomona Afutiti, Western Samoa
Amena Kava, Fiji
Lealofi Malama, Western Samoa
Toco Mara, Vanuatu
David Moeroa, Cook Islands

Bal Krishna Mudaliar,
Fiji
Patterson Nofia, Solomon
Islands
Soane Nofokifolau, Tonga
Chandrika Prasad, Fiji

1984

Lanisi Faimoa, Western Samoa
Steven Hazelman, Western Samoa
Raphael Nori, Solomon Islands
Viliame Paunga, Tonga
Luke, Tarosumanawa, Solomon Islands

Vaauru Taruia, Cook
Islands
Alofou Te'o, Western
Samoa
Louis Toukone, Vanuatu
Sione Vaea, Tonga

1985

Eric Havea, Solomon Islands
Lilian Hazelman, Western Samoa
Jehilly Kaniama, Solomon Islands
Rusiate Matewale, Fiji
Davendra Naicker, Fiji
Sione Pulini, Tonga

Josua Quioniwasa, Fiji
Ram Shanker, Fiji
Vanisi Takeifanga, Tonga
Lineta Tamanikaiyaroi,
Western Samoa
Tevita Tukunga, Tonga

1986

Nirbhay Chand, Fiji
Suresh Chand, Fiji
Tuihalangie Finau, Tonga
Tuluta Fisihoi, Tonga
Lomano Hausia, Tonga
Virendra Janak, Fiji
Aaron Kama, Solomon Islands
Mohammad Khan, Fiji
Dyke Maesirara, Solomon Islands
Satandra Nair, Fiji

Losavati Naivalulevu,
Fiji
Moses Pitakesa, Solomon
Islands
Kesho Prasad, Fiji
Ponitiasi Qiolevu, Fiji
Prem Singh, Fiji
Esira Tikoicina, Fiji
Talilotu Tui, Tonga
Alumeci Tuisawau, Fiji
Joeli Vola, Fiji

APPENDIX B

WHO SHOULD WE SEND ON OVERSEAS ASSIGNMENTS

by Harold R. Cushman, Professor of Agricultural and Occupational Education, Cornell University

It has been my good fortune to be posted as a teacher educator in agriculture for a total of some eleven years on various Cornell University and United Nations projects in Papua New Guinea, the Philippines and Western Samoa. These assignments have allowed me to travel extensively and to observe colleges of agriculture and secondary school agriculture programs in these countries as well as in American Samoa, Fiji, Japan, Taiwan, Thailand, Tonga, South Korea, the Solomon Islands and Vanuatu (formerly New Hebrides). One of the things that has impressed me the most in my travels has been the large number of expatriates (foreigners) living and working in such institutions under varying terms of employment, degrees of isolation and conditions of physical danger. Since birds of a feather do flock together, I have met and observed hundreds of such workers and co-workers and their families while they were on overseas assignments. This experience had led me to the firm conviction that not everyone is cut out for this type of work. It is rather self-evident that no overseas project can be more effective than the personnel sent to carry it out. Aid agencies, by and large, are not I believe collecting sufficient information on prospective team members and their families and they are too often not using the right criteria for selecting persons for such assignments. Likewise, project evaluations typically tend to overlook important criteria; although nationals in the host countries are very conscious of and constantly employ them in their own personal evaluations. Seven such criteria are discussed below. these seven criteria additionally can be very useful to professionals such as ourselves in deciding whether or not to accept foreign assignments, in deciding whether to recommend certain professional cohorts for jobs of this type and in evaluating our own performance and that of others on the job.

1. Ability to cope with culture shock

Culture shock is an occupational disease of people who have been suddenly transported abroad. It is precipitated by the anxiety that results from losing all of the familiar signs and symbols of social intercourse. During the first few weeks most people are fascinated by the new country. They stay in hotels, associate with nationals who speak their language and who are polite to foreigners. But if the foreigner remains abroad and

has to cope with the real conditions of life, the honeymoon stage ends. In the second stage the foreigner rejects the new environment because it frustrates him and makes him feel bad. He develops a hostile and aggressive attitude towards the country. He bands together with his fellow expatriates to criticize the host country, its ways and its people. If he survives this stage he may enter a third stage where he begins to understand why local people do what they do. His sense of humor begins to exert itself and he rediscovers the ability to laugh at himself. With complete adjustment he not only accepts local foods, drinks, habits and customs but actually begins to enjoy them. When he goes on home leave he misses the country and its people. Individuals differ greatly in the degree to which culture shock affects them. It is hard to predict who will prove resilient. But at the very least, questions should be raised concerning the adaptability of prospective team members and their accompanying family members. Persons who have served on overseas assignments with applicants can give first hand evidence concerning susceptibility to culture shock. But they are seldom asked.

2. Ability to overcome racial prejudice

I believe that all races of people prefer their own kind and are more comfortable with them. But the fact remains that an overseas worker can destroy his achievement if he is racially prejudiced. Anyone working overseas must realize that members of other races are also often prejudiced and that he must work to overcome their prejudice. Nothing is more obvious to others than the degree of racial prejudice we hold toward other races. Information is readily available concerning applicants. It should always be a major criterion for selection of technical assistants.

3. Ability of accompanying family members to adjust

The effectiveness of even the best team member will be sadly impaired if his accompanying family members can not adjust. The landscape of foreign postings is littered with family members who have gone into isolation, taken up drinking as a major occupation, became promiscuous, demonstrated the unbecoming attitudes of the nouveau riche, were racially prejudiced, suffered endlessly from culture shock, proved to be gutless or evidenced forms of aggressive behaviour. These tendencies were well known in advance of the foreign assignment. The administrator needed only to ask the right people to find out.

4. Ability to maintain enthusiasm and resilience when the going is tough.

Every assignment overseas, like any job at home, has its rough side. How will the prospective team member and accompanying family members hold up in situations that are discouraging, hostile, or physically dangerous. Casper Milktoast types should stay at home. Aid agencies should weed them out and employ enthusiastic resilient types.

5. Ability to rethink ones professional role and viewpoint in the light of local conditions

The qualities alluded to here are the powers of observation and flexibility. American ways do not always transplant well in foreign countries because they were evolved in the American setting. Twenty year veterans with one years experience repeated twenty times are not needed overseas. Inventive and innovative persons are.

6. Ability to function as a team member

Because of the bureaucratic nature of aid programmes, overseas workers have a great variety of bosses and belong to a variety of teams. The ability to be a "team player" thus emerges as an important attribute. Everything an overseas worker says or does reflects not only on himself but also on the teams to which he belongs. The ability to maintain a low but cooperative profile is a precious attribute.

7. Ability to plan and carry out a relevant program of activities on schedule

Effective overseas assignments are always too short. This means that the worker must be a planner and a mover. He must take responsibility for his own program. He must be able to plan imaginatively and follow up persistently on details. Aid agencies of course do seek these abilities when they hire. The problem is that they don't always take the trouble to find them.

Summary

To summarize, overseas projects need professionals who can cope reasonably with culture shock, have learned to overcome racial prejudice, are blessed with stable accompanying family members, are enthusiastic and resilient, have a flexible professional viewpoint, can function as good team players and have the ability to plan and carry out a relevant program of activities. If you are asked to apply for an overseas job, to write a letter of recommendation for someone else, or to serve on an evaluation team, do the aid agency a favor and utilize the seven criteria above.

APPENDIX C

ARTICLES PUBLISHED IN
THE SOUTH PACIFIC AG TEACHERVolume 1, Number 1, May 1983

- "The State of Agricultural Education in South Pacific Island Countries" by Felix S. Wendt.
 "A Resume of the First Alafua Conference on Agricultural Education" by Harold R. Cushman
 "Teacher Education in Agriculture at Alafua: The First Year" by Harold R. Cushman
 "The Second Alafua Conference on Agricultural Education" by Harold R. Cushman

Volume 1, Number 2, October 1983

- "Growing Pineapple in Fiji" by Gaya Prasad
 "Raising Vegetable Seedlings" by Vueti Biunaiwai
 "Tomato Production in Tonga" by Ifoni Lemani
 "Vanilla Cultivation" by Alamoti Tautakitaki
 "Castration of Pigs" by Falaniko Sio

Volume 2, Number 1, March 1984

"Instructional Materials Available to Teachers of Agriculture in the USP Region from:

Cook Islands	Western Samoa
Fiji	Australia
Niue	New Caledonia
Solomon Islands	Papua New Guinea
Tonga	The Philippines
Vanuatu	

- "The Agricultural Information Network"
 "IRETA's South Pacific Agricultural News"

Volume 2, Number 2, May 1984

- "Growing Coconuts in Western Samoa" by Michael Harrington
 "Growing Taro in Western Samoa by Solomona Afutiti
 "Making Compost in Vanuatu" by Toco Mara
 "Growing Cabbages in Tonga" by Soane Nofokifolau
 "Disease of Taro in Fiji" by Bal Krishna Mudaliar

Volume 2, Number 3, August 1984

"The Third Alafua Conference on Agricultural Education". Edited by Lafita'i I. Fuatai.

Volume 2, Number 4, December 1984

- "Agricultural Curriculum Panels in the Solomon Islands" by John Jackets
- "Modern Studies in Fiji" by Dhani Ram
- "Curriculum Development for Secondary School Agriculture in Vanuatu" by Barry Wirrick
- "Problem Solving or Inquiry as a Teaching Technique" by John Bailey
- "What the Teacher of Agriculture Should Know About Education by Douglas Bray
- "Essay Question, Objective Question, or Both" by David Barney
- "Some Hallmarks of a Master Vocational Teacher" by Harold Cushman
- "A Farewell Message" by J. Allan Sutherland

Volume 3, Number 1, March 1985

- "Growing Bananas in Western Samoa" by Michael Harrington and Solomona Afutiti
- "Growing Cocoa in Western Samoa" by Stephen Hazelman
- "Some Cattle Diseases in Samoa" by Lanisi Faimoa
- "Growing Pepper in Tonga" by Viliami Paunga
- "Growing Sweet Potato in the Cook Islands" by Vauru Taruia

Volume 3, Number 2, June 1985

- "Teaching Tools that Don't Cost Money: The Debate" by Harold Cushman
- "Improving Village Pig Rearing" by Raphael Nori
- "Watermelon Cultivation" by Sione Vaea
- "How to Grow Maize" by Mareko Tofinga and Fred Opio
- "Improving Soil Texture" by Eric Havea
- "Planting Kava" by Josua Qiomiwasa
- "Buying Day Old Meat Chickens" by Davendra Naicker

Volume 3, Number 3, October 1985

- "The Tonga Agriculture Teachers' Workshop" Edited by Lafitai Fuatai

Volume 3, Number 4, December 1985

- "Teachers of Agriculture Take Heart" by Peggy Dunlop
 "Planting a Vegetable Garden" by Michael Harrington
 "Agroforestry" by Harley Manner
 "Goat Production in the Pacific" by Eugene Amoah
 "Primary School Agriculture in the Cook Islands" by Unlucky
 Tungata
 "Checklist of Reminders for Organizing a Training Session" by
 Frederick Tom

Volume 4, Number 1, March 1986

- "Growing Kava in Vanuatu" by Vincent Lebot
 "Pesticide Use in the South Pacific" by Gerritt van de
 Klashorst
 "Harvesting and Processing Cocoa" by Eric Havea
 "Growing Onion in Tonga" by Tevita Tukunga

Volume 4, Number 2, June 1986

- "Growing Passionfruit in Western Samoa" by Lineta Tamanikaiyaroi
 "Growing Sweet Potato in Tonga" by Sione Pulini
 "Growing Pawpaw in Fiji" by Josua Qioniwasa
 "Pink Disease of Cocoa" by Jane Degen and Rupeni Tamanikaiyaroi
 "The Farmer as a Plant Engineer" by Amanaki Latuila et.al.